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AUTHOR Denbroeder, Karen L; Thomas, Hollie B.
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ABSTRACT

The purpose of the study reported in this speech was to ascertain whether perceived barriers to entering nontraditional occupations as measured by a barriers-to-entry survey could be employed to accurately discriminate among women's consideration of a nontraditional occupation. Using a stratified random sample of 500 women (51% response) living in a moderately large Southeastern city who were employed in traditional occupations of nursing, teaching, and secretarial work, the two-part survey sought to discriminate among women who had given little, serious, or no consideration to entering a nontraditional occupation. Results of the survey indicate that membership in these deterrent groups can be identified on the basis of perceived barriers. Specifically, the findings lend support to two assumptions: (1) the greater the consideration a woman gives to nontraditional occupations, the more she will be deterred and the more helpless she learns to feel; (2) women discover that the role of female is considered more important than a career role, even when entering a nontraditional field. (The data and the complete eighteen-page questionnaire, Survey of Women's Attitudes about Careers are included.) (MEK)

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Barriers to Entry into Non-Traditional Occupations for Women: A Study to Determine the Ability to Discriminate Among Groups

Karen L. Denbroeder
The Florida State University

Hollie B. Thomas
The Florida State University

In 1977, there were nearly 42.1 million women in the labor force (Women's Bureau of U.S. Department of Labor, 1978). These employed women represented 56% of all women 16 years of age and older. The majority of women in the labor force were employed in lower paid and less skilled occupational areas such as service, health, education and clerical (Eliason, 1977; McCune, 1974; and Women's Bureau, 1974).

Elimination of sex bias and sex-role stereotyping in both employment and preparation for employment is a goal of the national employment policy (i.e., Title IX of the Education Amendments of 1972). The enactment of Federal legislation appears to be facilitating the removal of written educational and employment policies that exclude women from enrolling in training programs and/or obtaining employment in occupations usually considered "for males only." However, altering these admission and employment policies has not removed all the barriers women may face in entering non-traditional careers.

It has been suggested that the barriers preventing women from fully participating in male dominated occupations can be categorized into three areas: institutional, situational and dispositional (Ekstrom, 1972; Westervelt, 1975). These authors define

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institutional barriers as those concerning admission policy, financial aid practices, institutional regulations, and staff attitudes. Situational barriers involve family responsibilities financial need, and societal pressures. The dispositional barriers include fear of failure, attitude toward intellectual activity, role preference, level of aspiration, dependence, and inferiority feelings.

Situations where seemingly insurmountable odds appear to exist have created a phenomena described as "learned helplessness." This phenomena is described by Cohen, Rothbart and Phillips (1976) as occurring when individuals repeatedly find their attempts to achieve a goal are not being rewarded. Women who have expressed interest in non-traditional occupations and have found either institutional and/or personal barriers are likely to learn to feel helplessness in getting into an occupation other than those normally considered appropriate for women. Even when a female does express non-traditional occupational aspirations to a school counselor, she is likely to be deterred by the counselor's reflection of his/her own values (Ahrons, 1976). Sex discrimination still appears to exist in the attitudes of job recruiters and interviewers (Cohen and Bunker, 1975; Rosen and Jerdee, 1974; Tiffany, Cowan & Tiffany, 1970).

Thomas, et al, (1978) found that the degree of consideration of entering a non-traditional occupation effects the number and type of deterrents to entry identified by women in traditional

occupations. It is likely that as degree of consideration increases, so does the extent to which a women is deterred which may also increase the amount of helplessness she feels. Thus it is considered desirable to identify and describe the dimensions along which these observed differences occur.

Objectives of Inquiry

This study was designed to assess the ability of items within the barriers to entry survey instrument to accurately discriminate among three groups of women who differ in their degree of consideration of non-traditional occupations. In addition, consideration was given to the reduction and identification of dimensions needed to describe the differences among these three groups.

Method

Respondents. A stratified random sample of 500 women employed in the traditional occupations of nursing, secretarial work, and teaching was mailed the Women's Attitudes About Careers Survey. Two hundred and fifty-six (51%) responded. More specifically, these respondents include 84 nurses, 80 secretaries, and 92 teachers.

Instrumentation. The instrument used in this study was the Women's Attitudes About Careers Survey (Thomas, et al, 1978) which was designed to assess the perceived personal/social barriers for women desiring to enter non-traditional occupations. Development of the survey items was based on information obtained in personal interviews with a sample of 50 women in traditional occupations who had indicated consideration of non-traditional careers. The

survey instrument contained 200 statements with a 5 point Likert Scale ranging from strongly agree to strongly disagree. Reliability of the survey instrument was determined to be .98. A Q-sort and a factor analysis were performed to insure content and construct validity.

Procedures. The barriers to entry survey instrument was mailed to a stratified reandom sample of 500 nurses, teachers, and secretaries living in a moderately large Southeastern city and surrounding county. In addition to the original mail-out of surveys, two follow-up procedures (telephone contact and second mail-out) resulted in a final sample of 256 women (51% return). A personal information sheet provided responses needed to classify respondents into three deterrent groups: (1) those who had seriously considered a male dominated occupation; (2) those who had considered a male dominated occupation only a little; and (3) those who had never considered a male dominated occupation.

Due to the limitations of available packaged computer programs, it was not possible to run one discriminant analysis with all survey items. Therefore, three discriminant analyses were performed. The criteria for item selection in the first analysis was based on those items reflecting significant differences ($\alpha \leq .05$) in mean responses among deterrent groups. Thirty-nine items satisfying this criteria were entered in the first analysis. The 45 items used in the second analysis were selected on the basis of yielding a significant differences in frequencies of responses across deterrent

groups (Cramer's V, $\alpha \leq .05$). The third discriminant analysis utilized factor scores on the 17 orthogonal factors identified by Thomas et al, (1978).

Since the concern of the researchers was how well linear combinations of all these items would discriminate among deterrent groups, a direct, rather than a step-wise procedure was used. In addition, a random sample of 25% of the cases was drawn in order to assess the adequacy of these linear combinations of variables in predicting membership in deterrent groups.

Results

The discriminant analysis using the 39 items with statistically significant ($\alpha \leq .05$) main effect of deterrent group from the analysis of variance procedures resulted in two discriminant functions. The first function yielded large coefficients on items concerned with: (1) a woman's perceptions of the attitude of others at the entry and training levels (Items D-4,7,9,10); (2) the security in traditional jobs (Items G-1,3); (3) fear of failure or dissatisfaction in the non-traditional job or training (Items J-8,10); (4) a woman's self-concept and perception of her abilities (Items P-2, 10, 11); and (5) reinforcement of the stereotyped role by the family (Items S-11, T-1,2,7, U-4,7). This function could be labeled "lack of confidence in ability to handle non-traditional jobs." This applies to women's attitudes as well as the attitude of others. The second function yielded large coefficients on items representing (1) a woman's self-concept and perception of her abilities (Items

P-2,3,10,11); (2) fear of the non-traditional job setting (Item Q-9); (3) choosing to follow the traditional job pattern (Item S-6); and (4) reinforcement of the stereotyped role by the family (Items T-2, 7; U-1,4). This second function could be named "role of female is more important than career role."

A 25% random sample of respondents was selected to test the adequacy of these functions in discriminating among the three deterrent groups. Twenty-two of the 64 cases selected could not be grouped because these respondents did not answer the question on the Personal Information sheet of the questionnaire referring to the extent to which they had considered a non-traditional career. An examination of the remaining 42 cases indicates that only one was incorrectly classified. Therefore, the two linear combinations of original variables do accurately discriminate among deterrent groups 98.1 % of the time. An examination of the discriminant scores show women giving a little consideration to non-traditional occupations have a higher discriminant score on the second function ($\bar{X}$ = .644) than on the first ($\bar{X}$ = -3.839) while women giving serious or no consideration have higher discriminant scores on the first function ($\bar{X}$ = 2.039, .629 respectively) than on the second ($\bar{X}$ = 1.474, -1.662, respectively).

The second discriminant analysis utilized 45 items which showed significant differences ($\alpha \leq .05$) in the frequencies of responses by the three deterrent groups. This analysis resulted in two discriminant functions which differentiate among the deterrent groups.

The first functions had the largest coefficients on items concerning: (1) a woman's fear of failure and/or dissatisfaction in the non-traditional job or training program (Items N-2,7,15); (2) conceptions of the male dominated work environment (Items N-16, Q-3); (3) self-concept and perception of abilities (Items P-2,3,11); (4) reinforcement of stereotyped role by the family (Items S-10, U-4); and (5) obtaining information about non-traditional jobs and training (Item B-3). This function could be labeled "lack of career planning and lack of encouragement to engage in planning." The second discriminant function is represented by items reflecting (1) conceptions of the male dominated work environment (Items N-16, P-12, Q-3,4); (2) self-concept and perception of abilities (Items P-2,3,11); (3) fear of failure and/or dissatisfaction in the non-traditional job or training program (Items J-6,8, N-2,10,12,15); (4) reinforcement of stereotyped role by the family (Items S-10,11, T-4, U-1,4); and (5) making the choice to follow a traditional job pattern (Items S-1,2). This function could be named "expectations that woman should play traditional role in non-traditional field."

A 25% random sample of cases was selected to insure adequacy of discriminant functions in differentiating among the three deterrent groups. Fifteen of the 64 cases selected could not be classified because the respondents had not indicated their degree of consideration of a non-traditional career. Using scores on the discriminant functions, the remaining cases were classified with 100% accuracy. Discriminant scores indicate that women giving a little consideration to non-traditional

occupations show higher scores on the second function ($\bar{X}$ = 1.881 than on the first ($\bar{X}$ = -17.731). Women giving serious consideration or no consideration have higher scores on the first function ($\bar{X}$ = 8.981, 2.576, respectively) than on the second function ($\bar{X}$ = 4.969, -2.905, respectively).

A third discriminant analysis was performed using factor scores on the 17 orthogonal factors which were identified by Thomas, et al, (1978). This analysis also yielded two discriminant functions. (See Table 3) Those factors with large coefficients on the functions are enumerated below:

Factors	Function 1	Factors	Function 2
4	Establishing priorities with regard to family responsibilities and career needs	5	Attitude of others at entry and training level
7	Security in traditional jobs	12	College education for women
9	Myth - " A woman's place is in the home"	15	Fear of failure and/or dissatisfaction in non-traditional job or training program
10	Choosing to follow the traditional job pattern	16	Myth - "The successful woman in a non-traditional job"
12	College education for women	17	Money for training

The first function will be referred to as barriers to entry which relate to security or safety in the traditional job setting. The second function will be referred to as barriers to entry related to insecurity or lack of knowledge concerning the non-traditional job setting.

Another random sample of 25% of the cases was selected to assess the adequacy of these functions in differentiating among the three deterrent groups. Fifteen of the 65 cases selected did not have an indication of actual group membership. Classification of the remaining 50 cases resulted in 80% accuracy in predicting actual group membership. An examination of the discriminant scores indicate that women who have given a little consideration to non-traditional occupations show slightly higher scores on the second function than on the first ($\bar{X}$ = -.745, -1.012, respectively). Women giving serious consideration to non-traditional occupations have much higher scores on the second function than on the first ($\bar{X}$ = 1.095, -.488, respectively), while women never considering such occupations show an opposite pattern of higher scores on the first function than on the second ($\bar{X}$ = 1.091, -.266, respectively).

Discussion

Generally speaking, it appears that linear combinations of survey items used in this study do accurately discriminate among women who have given a little consideration to non-traditional occupations, those who have considered it seriously and those who have never considered it. Linear combinations of factors do not yield discriminations between these groups as accurate as the combinations of items.

The concept of learned helplessness seems to be represented in the first function of both analyses using survey items; i.e., lack of confidence in ability to handle non-traditional jobs and lack of career planning and lack of encouragement to engage in planning. Women giving serious consideration to non-traditional occupations

have the highest discriminant scores on these functions. This finding yields support for the argument that the greater the consideration a women gives to such occupations the more she will be deterred and the more helpless she will learn to feel.

The second function in both analyses utilizing survey items appear to represent role conflict, i.e., the role of female being more important than career role and expectations that women should play the traditional role in a non-traditional field. Women giving a little consideration to entering non-traditional occupations have higher scores on these functions than on the other functions. Apparently, this conflict of roles prevents them from either staying with the traditional occupation or committing themselves to serious pursuit of a non-traditional occupation. Women giving serious consideration to non-traditional occupations have the highest scores on these functions which suggests that this role conflict may also be an important barrier to these women. Role conflict does not appear to be as important to women who have never considered a non-traditional career as they have the lowest scores on these functions. Apparently they have not encountered this conflict as much as the other groups since they have chosen to remain in traditional fields.

The first discriminant function from the analyses using factors is referred to as barriers relating to the safety and security in traditional job settings. Women who have never considered non-traditional occupations have the highest scores on this function. This function is to be expected since it could be this safety and security which prevents these women from pursuing non-traditional

occupations. Women giving serious condiseration to non-traditional occupations have the highest scores on the second function, i.e., barriers related to insecurity or lack of knowledge concerning the non-traditional job setting. These women have probably had the most exposure to non-traditional fields and therefore are more deterred by the problems they encounter in these fields.

Table 1

Discriminant Function Coefficients

Based on Items Identified by Analyses of Variance

Standardized Discriminant Function Coefficients			
	Lack of Confidence in Ability to Handle Non-Traditional Jobs		The Role of Female Is More Important Than Career Role
Item	1	Item	2
P-11	2.38	P-11	1.91
T- 2	2.04	P- 2	1.45
U- 7	2.02	T- 7	.77
D- 7	1.54	K- 3	.76
J- 8	1.22	U- 4	.73
T- 7	1.18	A- 5	.68
J-10	.99	T- 1	.57
A- 6	.84	F- 8	.57
G- 1	.72	N- 1	.43
F- 8	.67	L- 1	.40
D- 3	.57	S-11	.39
N- 1	.50	D- 4	.33
O- 3	.39	D-10	.33
S- 2	.25	C- 2	.27
P- 3	.22	S- 5	.26
L- 1	.21	G- 1	.24
U- 1	.20	G- 3	.23
N-12	.13	J-10	.23
S- 5	.11	D- 7	.15
C- 2	.10	P- 9	.04
A- 5	.06	O- 3	-.00
S-10	-.02	N-12	-.04
J-15	-.06	B- 2	-.09
S- 6	-.08	S- 2	-.15
B- 2	-.12	J-15	-.20
P- 9	-.21	D- 9	-.24
Q- 9	-.44	T- 4	-.24
D- 7	-.60	A- 6	-.33
D- 5	-.62	D- 3	-.48
T- 4	-.94	S-10	-.51
U- 4	-.98	U- 7	-.60
P-10	-1.07	P- 3	-.75

Table 1 (con'td)

Discriminant Function Coefficients

Based on Items Identified by Analyses of Variance

Standardized Discriminant Function Coefficients			
	Lack of Confidence in Ability to Handle Non-Traditional Jobs		The Role of Female is More Important Than Career Role
Item	1	Item	2
D- 4	-1.43	J- 8	-.75
T- 1	-1.44	Q- 9	-.80
D-10	-1.48	S- 6	-.88
S-11	-1.65	D- 5	-1.11
K- 3	-1.66	P-10	-1.12
G- 3	-1.73	U- 1	-1.38
P- 2	-2.03	T- 2	-1.58

Table 2

Discriminant Function Coefficients

Based on Items Identified by Chi Square

Standardized Discriminant Function Coefficients			
	Lack of Career Planning and Lack of Encouragement to Engage in Planning		Expectation that women should play traditional role in non-traditional fields
Item	1	Item	2
P-11	11.16	P-11	41.59
S-10	10.32	A- 5	30.27
B- 2	10.03	Q- 3	23.56
Q- 3	7.76	J- 6	20.10
N- 7	6.67	N-16	18.84
N-16	6.57	K- 5	18.51
N-10	5.74	N-10	17.74
A- 5	5.17	U- 1	17.73
S-11	3.90	S-10	16.55
N- 8	3.36	S-11	15.54
J-14	2.71	B- 2	12.05
U- 1	1.71	O- 3	11.70
D- 5	1.54	T- 8	7.32
N- 4	1.40	A- 3	6.82
A- 1	.86	N- 7	6.51
G- 1	.82	J-13	5.62
J-12	.75	G- 1	4.50
J- 6	.66	S- 9	3.26
A- 3	.55	J-14	3.16
J-13	.52	A- 1	2.92
N- 1	.29	D- 7	1.96
Q- 1	.28	N- 1	1.44
T- 2	-.28	N- 3	.33
S- 5	-.67	J-12	-1.26
K- 5	-.92	N- 8	-1.72
S- 2	-.98	D- 5	-2.06
J- 8	-1.15	L- 2	-3.02
Q- 4	-1.76	N- 4	-3.12
T- 4	-2.18	T- 2	-4.81
S- 9	-2.56	O- 1	-5.88
N- 3	-2.72	S- 5	-6.63

Table 2 (con'td)

Discriminant Function Coefficients
Based on Items Identified by Chi Square

Standardized Discriminant Function Coefficients			
	Lack of Career Planning and Lack of Encouragement to Engage in Planning		Expectation that women Should Play Traditional Role in Non-Traditional fields
Item	1	Item	2
D- 7	-2.85	B- 4	-7.22
B- 4	-3.31	S- 2	-11.84
L- 2	-3.62	J- 8	-12.66
O- 3	-4.22	P- 2	-12.77
N-12	-4.67	I- 3	-13.34
P-1?	-4.67	S- 1	-14.44
T- 8	-4.83	N-12	-17.15
S- 1	-4.95	T- 4	-21.38
P- 3	-6.92	N-15	-21.48
U- 4	-7.44	P- 3	-25.34
I- 3	-8.37	Q- 4	-25.48
N-15	-8.66	P-12	-31.25
N- 2	-11.02	N- 2	-32.20
P- 2	-14.54	U- 4	-33.00

Table 3

Discriminate Functions Coefficients on

17 Orthogonal Factors

Standardized Discriminant Function Coefficients			
	Barriers Related to Security and Safety in Traditional Job Settings		Barriers Related to Insecurity or Lack of Knowledge in Non-Traditional Job Settings
Factor	1	Factor	2
4	.64	17	1.49
9	.62	12	.53
10	.55	7	.37
7	.49	8	.28
8	.44	4	.21
6	.40	10	.10
5	.35	6	.04
11	.19	3	.00
3	.15	13	-.00
1	-.07	1	-.03
13	-.10	2	-.15
2	-.12	11	-.20
17	-.16	14	-.25
14	-.36	9	-.27
15	-.39	15	-.43
16	-.48	5	-.44
12	-.52	16	-1.01

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SURVEY OF WOMEN'S ATTITUDES ABOUT CAREERS

This survey provides you with an opportunity to express your opinions about the obstacles that would be (or are) encountered by women who choose to seek jobs in fields usually dominated by men. The results of the survey will help us assist women to establish careers in the field of their choice, whether it be one usually dominated by women or men.

On the following pages you will find a series of statements that may or may not keep women from seeking a job in an area that is usually dominated by men. You are asked to express your feelings about how much or how little you agree with each statement.

There are no right or wrong answers, so do not hesitate to respond to each statement exactly the way you feel.

DIRECTIONS FOR MARKING YOUR RESPONSES:

A. In making your responses circle 1, 2, 3, 4, or 5 as below:

(1) Strongly Agree--if the statement describes an obstacle that would have considerable impact on women's career development.

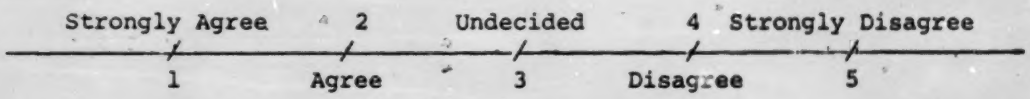
(2) Agree--if the statement describes an obstacle that would have moderate impact on women's career development.

(3) Undecided--if you are not sure whether or not the statement describes an obstacle that would have an impact on the career development of women.

(4) Disagree--if the statement does <u>not</u> describe an obstacle that would have considerable impact on career development.

(5) Strongly Disagree--if the statement describes an obstacle that would have little, if any, impact on career development.

B. When selecting your responses, consider the response words as if they were points on the same straight line.



C. Below are sample statements with responses shown.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
People have trouble getting into business.	1	(2)	3	4	5
Career fields are hard to get into.	1	2	(3)	4	5

D. PLEASE DO NOT OMIT ANY ITEMS.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
A. A woman may decide <u>not</u> to enter careers that are usually held by men because:					
1. She wasn't told she could.	1	2	3	4	5
2. She doesn't want any hassle on the job	1	2	3	4	5
3. Her husband would be jealous of her success.	1	2	3	4	5
4. She doesn't want to compete.	1	2	3	4	5
5. She doesn't see herself as a professional.	1	2	3	4	5
6. She doesn't feel that she is as competent as the man in the field	1	2	3	4	5
7. She would offend men by being successful	1	2	3	4	5
8. She feels that women have to be better (work harder, etc.) than men to be successful in the same job . . .	1	2	3	4	5
B. Information about careers usually held by men:					
1. May be difficult to relate to for a woman.	1	2	3	4	5
2. May never be sought by women	1	2	3	4	5
3. May never be reviewed seriously by a woman	1	2	3	4	5
4. May take extra effort to obtain as compared to information concerning occupations typically held by females	1	2	3	4	5
5. May not be available in the form of a female role model	1	2	3	4	5
C. If a woman seeks information about non-traditional occupations (those usually held by men) she may find that:					
1. She has difficulty overcoming negative feedback from the sources of occupational information	1	2	3	4	5
2. She has difficulty getting people to talk to her about these occupations	1	2	3	4	5
3. She has difficulty getting information about openings in these occupations.	1	2	3	4	5
4. She may have difficulty overcoming the pressure to look at information about jobs that are traditionally female	1	2	3	4	5
5. She may have difficulty knowing where to start looking for information needed.	1	2	3	4	5
6. She has difficulty accepting the possibility of upsetting anyone by looking at information concerning non-traditional occupations	1	2	3	4	5

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
D. A woman who attempts to get training in a male dominated field is likely to feel that persons offering the training programs:					
1. Are not interested in her	1	2	3	4	5
2. Think that she would not be able to do the work . .	1	2	3	4	5
3. Think of her as a female, rather than someone seriously interested in pursuing a career	1	2	3	4	5
4. Would have the perception that women would not "stay with" the training program.	1	2	3	4	5
5. Would recruit her into a female dominated occupational training program	1	2	3	4	5
6. Do not think she could get a job in the occupation for which they offered training	1	2	3	4	5
7. Think that the occupation for which they offer training "just isn't for women"	1	2	3	4	5
8. Think that even if you can train her, she won't be physically strong enough for the job.	1	2	3	4	5
9. Think she won't like the working conditions	1	2	3	4	5
10. Think she won't fit in with those already in the profession.	1	2	3	4	5
E. A woman who makes plans to enter a career usually sought only by men is likely to feel that her friends think that:					
1. She isn't feminine.	1	2	3	4	5
2. "Ladies" shouldn't seek that kind of career	1	2	3	4	5
3. She won't be satisfied with the job	1	2	3	4	5
4. She should seek a job in an area where more women are employed	1	2	3	4	5
5. She won't have any job security	1	2	3	4	5
6. Women shouldn't want a lifetime career.	1	2	3	4	5
7. Women should be teachers, secretaries, nurses or homemakers	1	2	3	4	5
8. Women should be satisfied with their lot - having children, keeping house, taking care of their husbands	1	2	3	4	5

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
F. A woman may be reluctant to seek training for a career usually held by men because:					
1. She feels that men are more intelligent than women .	1	2	3	4	5
2. She feels that men are more competent than women in some areas such as math and science	1	2	3	4	5
3. She has doubts about her ability to do the job even if she did finish the training.	1	2	3	4	5
4. She feels that women have less mechanical ability than men	1	2	3	4	5
5. She feels that the "pay off" of training is quicker for the traditional jobs	1	2	3	4	5
6. She is unable or not willing to forgo income during training or graduate school for the non-traditional occupation	1	2	3	4	5
7. She is not willing to go into debt in order to get the necessary training	1	2	3	4	5
8. She has a low paying job which doesn't allow her to save enough to pay for additional training.	1	2	3	4	5
9. She doesn't know how to get financial aid for this kind of training	1	2	3	4	5
10. She would feel that any money available to pay for training for these kinds of jobs should go to her husband or other male members of the household . . .	1	2	3	4	5
11. She couldn't be away from her family for training programs that are offered in the evening	1	2	3	4	5
G. Women who hold jobs in traditional female fields find it difficult to leave their jobs to acquire jobs traditionally held by men because:					
1. They like their present job.	1	2	3	4	5
2. They don't want to give up their job security. . . .	1	2	3	4	5
3. They know they can be successful in the job they hold	1	2	3	4	5
4. They want to stay where they are safe and secure . .	1	2	3	4	5
5. They are respected for the work they do now, but wouldn't be respected in the new field	1	2	3	4	5
6. They feel that the experience they had in a "female" job won't count for experience required in a male job.	1	2	3	4	5

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
H. Women have traditionally remained in certain jobs and professions because they believe that:					
1. A woman should be supportive of her husband's career	1	2	3	4	5
2. A woman degrades herself by taking a job usually held by men.	1	2	3	4	5
3. Husbands object if wives make a higher salary than they do.	1	2	3	4	5
4. A woman has a different set of values than a man	1	2	3	4	5
5. A woman shouldn't be out in the business world where she can hear all that "man talk"	1	2	3	4	5
6. A woman shouldn't have a career.	1	2	3	4	5
7. A woman will be propositioned if she works where men work	1	2	3	4	5
8. A woman can't control her emotions well enough to be successful.	1	2	3	4	5
9. A woman is too old to return to school after she has taken time to raise a family	1	2	3	4	5
I. A woman may not prepare for <u>my</u> career because:					
1. A woman's place is in the home.	1	2	3	4	5
2. A woman should be a wife and mother first.	1	2	3	4	5
3. Men will take care of them anyway.	1	2	3	4	5
4. A woman should not work when she has children.	1	2	3	4	5
5. A woman should not work unless it is financially necessary.	1	2	3	4	5
6. A woman doesn't have the energy to deal with a career and housework too	1	2	3	4	5
J. A woman may have difficulty getting qualified and staying qualified for jobs traditionally held by men because:					
1. She can't stay in school long enough	1	2	3	4	5
2. She finds it necessary to leave the training program to follow her husband or family	1	2	3	4	5
3. She feels it would be difficult to get admitted to the educational or training program, so she never tries.	1	2	3	4	5

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
J. (cont'd) A woman may have difficulty getting qualified and staying qualified for jobs traditionally held by men because:					
4. She feels that she can't leave her family to go to a training program in another state	1	2	3	4	5
5. She feels that she can't go out of town for training sessions or conferences	1	2	3	4	5
6. She is not willing to get more training to get back into a career after she has stepped out for a period of time	1	2	3	4	5
7. She doesn't want to be like persons who hold these jobs	1	2	3	4	5
8. She doesn't feel it is worth the hassle to get the required training.	1	2	3	4	5
9. She hasn't had anyone tell her to take the required prerequisites for the training program. .	1	2	3	4	5
10. She usually enrolls in a school curriculum that doesn't prepare her for a job.	1	2	3	4	5
11. She doesn't want to tie herself down long enough to get the training.	1	2	3	4	5
12. She feels that the training programs would be too difficult for a woman.	1	2	3	4	5
13. She does not have time to pursue training for these kinds of jobs.	1	2	3	4	5
14. She won't accept the responsibility for overcoming her deficiencies in order to get into a training or educational program.	1	2	3	4	5
15. She finds it easier to get into and/or reenter jobs traditionally held by women	1	2	3	4	5
16. She got a scholarship in another field and cannot financially afford to give it up in order to pursue the training in the male-dominated field.	1	2	3	4	5
K. A woman may feel that if she is successful in an occupation typically held only by men that:					
1. Men feel uncomfortable with women in responsible positions.	1	2	3	4	5
2. She could no longer be dependent on a man. . . .	1	2	3	4	5
3. She would lose her reputation as a lady.	1	2	3	4	5

		Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
K.	(cont'd) A woman may feel that if she is successful in an occupation typically held by men that:					
	4. Men would not have anything to do with her socially	1	2	3	4	5
	5. She will have to act the "dumb broad" part to keep from offending the less competent male.	1	2	3	4	5
	6. She still will not be as respected as a male with similar success.	1	2	3	4	5
	7. Men would still feel they would have to protect her from "unpleasant" experiences.	1	2	3	4	5
	8. She will be considered homosexual.	1	2	3	4	5
	9. She will have to grant sexual favors to the men in order to advance	1	2	3	4	5
L.	An employed women may not be willing to risk seeking a job usually held by men because:					
	1. She isn't concerned with how much she makes.	1	2	3	4	5
	2. She feels she would risk her present occupation if she looked for another job	1	2	3	4	5
	3. She feels she wouldn't be paid as much as the men.	1	2	3	4	5
	4. She feels that a higher paying job would be less secure	1	2	3	4	5
	5. She feels an immediate obligation to help her family financially	1	2	3	4	5
M.	College education for a woman:					
	1. Isn't worth as much as it is for a man	1	2	3	4	5
	2. Isn't supported by a girl's parents if she wants to enter a profession.	1	2	3	4	5
	3. Makes it harder to get a job than if she hadn't gone to college.	1	2	3	4	5
	4. Is usually just an insurance policy in case she has to work.	1	2	3	4	5
	5. Is a waste of time since a women doesn't need to know anything anyway	1	2	3	4	5
	6. Reduces her options for employment	1	2	3	4	5

N. A woman may be reluctant to pursue a career in a field dominated by men because:	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. She is afraid of being rejected by the males with whom she would be working.	1	2	3	4	5
2. She doesn't want to try, if it appears to be too hard	1	2	3	4	5
3. She feels there is a low probability of a woman being successful in the field.	1	2	3	4	5
4. She couldn't take the chance of not being successful	1	2	3	4	5
5. She feels that men in the occupation would insist that she play the woman's role	1	2	3	4	5
6. She is afraid she may not be able to complete the training or schooling required for the job . .	1	2	3	4	5
7. She is reluctant to apply or interview for jobs usually held by men.	1	2	3	4	5
8. She doesn't want to make a career decision	1	2	3	4	5
9. She is afraid it would be a mistake.	1	2	3	4	5
10. She feels women should not compete in a man's world.	1	2	3	4	5
11. She is afraid she would start to look masculine. .	1	2	3	4	5
12. She feels that she wouldn't like doing the tasks that these jobs require.	1	2	3	4	5
13. She feels that she would be given the most miserable task(s) in the place.	1	2	3	4	5
14. She doesn't feel that she can convince an employer that she has the ability to do the job	1	2	3	4	5
15. She feels she won't have any privacy on the job. .	1	2	3	4	5
16. She would not have flexibility in moving in and out of the profession.	1	2	3	4	5
17. These careers wouldn't give her time to be a mother	1	2	3	4	5
18. She doesn't have the experience or training. . . .	1	2	3	4	5
19. She doesn't feel she would be lucky enough to get it	1	2	3	4	5
20. She doesn't feel she would get the job - so why try	1	2	3	4	5

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
O. Women may have difficulty getting jobs usually held by men because:					
1. Women can't pick up and move to a job as easily as a man	1	2	3	4	5
2. They think that employers don't hire women for management positions	1	2	3	4	5
3. They don't plan for a lifetime career.	1	2	3	4	5
4. They don't want to leave their hometown.	1	2	3	4	5
5. They don't have the social connections to assure their getting the job.	1	2	3	4	5
P. Women do not seek the same careers as do men because:					
1. They lack ambition	1	2	3	4	5
2. They can't stick with the discipline of preparation for a career.	1	2	3	4	5
3. They lack self-confidence.	1	2	3	4	5
4. They are more timid than men	1	2	3	4	5
5. They usually take the easy way out	1	2	3	4	5
6. They cannot stand up for what they want.	1	2	3	4	5
7. They don't want to take the responsibility expected in these fields	1	2	3	4	5
8. They can't sort out dreams from reality.	1	2	3	4	5
9. They aren't emotionally strong enough.	1	2	3	4	5
10. They are more suited for other careers because they are more sensitive and compassionate.	1	2	3	4	5
11. They are not good at decision making	1	2	3	4	5
12. They are rejected by other women if they become competent in a career dominated by men.	1	2	3	4	5
Q. A woman who obtains a job in an area dominated by men may find it difficult to cope with:					
1. Being "talked down" to by men who are less competent than she	1	2	3	4	5
2. The men's thinking she won't be able to do an effective job.	1	2	3	4	5
3. The resentment from the wives of the men with whom she works	1	2	3	4	5

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Q.	(cont'd) A woman who obtains a job in an area dominated by men may find it difficult to cope with:					
	4. The feeling that no matter how well she does her job she will not be promoted.	1	2	3	4	5
	5. The negative attitude of men that she's taking the place of a male who should be in that job	1	2	3	4	5
	6. Getting less regard than men for doing the job well.	1	2	3	4	5
	7. Men's attitude of superiority	1	2	3	4	5
	8. Working with men all the time	1	2	3	4	5
	9. The dangers that exist in some jobs	1	2	3	4	5
	10. The feeling (by men) that they are better at technical things than women are	1	2	3	4	5
	11. The conflict with the religious teaching that stress the role of a woman as that of a wife and mother.	1	2	3	4	5
R.	A woman who works in jobs usually held by men:					
	1. Must earn respect rather than have it conferred on them as the men do	1	2	3	4	5
	2. Has difficulty supervising other women.	1	2	3	4	5
	3. Has to put up with other women who are jealous of her success	1	2	3	4	5
	4. Gets criticism that relates to being female rather than job performance.	1	2	3	4	5
	5. Resents having to become one of the "good ole boys"	1	2	3	4	5
	6. Has to stand up for her rights in order to get promotions she deserves	1	2	3	4	5
	7. Has a boss that is male	1	2	3	4	5
S.	A woman is likely to choose to enter a "female" career (those usually dominated by women) because:					
	1. Others tell her to.	1	2	3	4	5
	2. Her friends chose it too.	1	2	3	4	5
	3. Her friends couldn't make it in other fields. . .	1	2	3	4	5
	4. Her friends didn't want a career.	1	2	3	4	5
	5. Books, TV, and magazines all portray women in stereotyped roles	1	2	3	4	5

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
S.	(cont'd) A woman is likely to choose to enter a "female" career (those usually dominated by women) because:					
6.	She lacks a commitment to any career.	1	2	3	4	5
7.	She knows of women who are unhappy in other careers	1	2	3	4	5
8.	Persons employed in the career will be supportive of her.	1	2	3	4	5
9.	She could never decide to prepare to enter a different kind of job.	1	2	3	4	5
10.	She has not been told to pursue other alternatives.	1	2	3	4	5
11.	She is not aware of her [illegible]otential	1	2	3	4	5
T.	A woman's family may affect her career decision by:					
1.	Expecting her to have babies.	1	2	3	4	5
2.	Expecting her to marry well	1	2	3	4	5
3.	Discouraging her from going to school	1	2	3	4	5
4.	Expecting her to please them rather than make her own career decision	1	2	3	4	5
5.	Putting too much pressure on her to do well in a proper career field	1	2	3	4	5
6.	Making all of her decisions for her	1	2	3	4	5
7.	Teaching her where a woman's place is in society. .	1	2	3	4	5
8.	Expecting her to work immediately to assist in supporting the family	1	2	3	4	5
9.	Protecting her.	1	2	3	4	5
10.	Teaching her that career women are degenerate . . .	1	2	3	4	5
11.	Teaching her that women are solely responsibile for raising the family and taking care of the household operation	1	2	3	4	5
12.	Insisting that a woman can't be a good wife and have a career	1	2	3	4	5
13.	Allowing her to depend on them for financial support	1	2	3	4	5

U. A woman may not go into a non-traditional or previously male dominated career because:	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. Her family feels that academics were for men: easier studies are for women	1	2	3	4	5
2. Her family told her that boys would not want to date girls who were too smart or who were career oriented	1	2	3	4	5
3. Her parents felt the boy in the family should have priority for career training.	1	2	3	4	5
4. Her family gave little or no positive feedback regarding her career plans	1	2	3	4	5
5. Her main desire is to please her parents	1	2	3	4	5
6. Her parents do not appreciate the value of an education.	1	2	3	4	5
7. Her parents felt that professions that require a college degree are not for women	1	2	3	4	5
8. Her family wanted her to do what was safe and secure	1	2	3	4	5
9. There are no career oriented, professional role models in her immediate family	1	2	3	4	5
10. Her parents told her that she shouldn't work in a job that had a lot of men in it.	1	2	3	4	5
11. Her feeling that if her parents said so, it must be right	1	2	3	4	5
12. Her parents want her to get married, take care of her husband, and provide grandchildren as soon as possible	1	2	3	4	5
13. Her reluctance to leave home or to be completely independent.	1	2	3	4	5
14. Her feeling that her job was only temporary until marriage	1	2	3	4	5
15. Her working mostly with men in a profession causes problems at home for her husband	1	2	3	4	5
16. Her inability to be a mother, housekeeper, and career woman all at the same time.	1	2	3	4	5

Occupational Experience Scale

INSTRUCTIONS:

The statements that follow provide you with an opportunity to express the way you feel about certain events regarding careers and career decisions. Each item consists of a statement and a pair of alternative responses lettered a or b. Please select the one you actually believe to be true, rather than the one you think you should choose or the one you would like to be true. This is a measure of personal belief, obviously there are no right or wrong answers.

In some instances, you may discover that you believe both statements or neither one. In such cases, be sure to select the one you most strongly believe to be the case, as far as you are concerned. Also try to respond to each item independently when making your choice; do not be influenced by your previous choice.

1. People find out about jobs and what skills and knowledge are required for the job
   a. usually by accident.
   b. because they carefully consider all job possibilities.

2. The job you are able to get depends mostly on
   a. how lucky you are
   b. how much you know about the jobs that are available

3. When it is time to think about getting a job
   a. the steps to get into the job will become obvious to you.
   b. you should ask a young person in the occupation in which you are interested what he did to get the job.

4. If you find a good job, it would more likely be because
   a. you were in the right place at the right time.
   b. of your earlier decision to prepare for it.

5. It is better to
   a. have someone else plan your career.
   b. get all the facts and advice you think you need and make your own career plans.

6. Information about jobs should
   a. be provided to students in their classes.
   b. be obtained by the student who is interested in a particular occupation, from whatever sources are available.

7. In a job interview, it is probably best to
   a. just answer the questions you are asked.
   b. have certain things planned ahead that you want to tell the interviewer.

8. You should
   a. try to get a job where you have to make a lot of decisions by yourself.
   b. take a job where you are told what and how to do everything.

9. Teenagers should
   a. think out and plan the right path for their careers.
   b. be given intensive tests and interviews by vocational guidance counselors to determine the right career for each of them.

Occupational Experience (cont'd)

10. You should
    a. try to understand yourself, your needs and values in relation to jobs.
    b. depend on others to tell you how you would fit into jobs.

11. Your interest
    a. should be determined by exploring jobs and what you like about them.
    b. should not be explored, because liking a job is not important.

12. Suppose someone is promoted to a leadership position in his company. It is probably because
    a. he/she took advantage of the opportunities that were available.
    b. he/she got the right breaks.

13. If you are looking for work, it is probably best to
    a. take the first job that is offered to you.
    b. wait until you find a job that would be satisfying to you.

14. Knowing what occupation is best for you
    a. is not possible because there are too many things a person cannot know.
    b. depends mostly on your figuring out what kind of person you are.

15. If you get a job that you enjoy, it might possibly be because
    a. someone told you to take the job because they thought it was right for you.
    b. you took into account the types of things you want to get from a job.

16. If you get a job that you don't like, it would most likely be because
    a. you didn't try hard enough to find out what jobs you would like.
    b. because of things that you do not have control over.

17. Results of tests concerning occupational choice should be used to
    a. help you explore your feelings about jobs and how you fit into them.
    b. show you the jobs in which you could be successful.

18. Getting a particular job depends mostly on
    a. what you know and are able to do.
    b. knowing the right people.

19. Doing a job well depends on
    a. someone giving you a specific set of procedures to follow.
    b. being able to make the right decisions yourself.

20. Suppose a test showed that you did not know much about occupations. Would this most likely be because
    a. no one had ever bothered to tell you about occupations?
    b. you had not looked into requirements for occupations?

21. A person
    a. should depend on others to tell him/her what job is best suited for him/her.
    b. can figure out what job is best suited for him/her.

22. If you get a job that agrees with you abilities and interests, it is probably because
    a. you planned well.
    b/ it just happened that way.

Occupational Experience (cont'd)

23. Preparation for a particular occupation
    a. will allow you to enter that occupation or a related one.
    b. doesn't do any good, because the future cannot be predicted.

24. Learning about jobs
    a. is necessary if you want to make a wise career choice.
    b. usually doesn't help

25. Suppose you have a job and your supervisor is telling you how to do a job which you cannot understand. It would probably be because
    a. he didn't explain it well.
    b. because of something you are supposed to know but have forgotten.

26. The school should
    a. provide an opportunity for you to explore occupations in which you are interested.
    b. require you to explore many occupations.

27. A person
    a. can usually tell which job is best for him/her.
    b. usually has very little to say about the job her/she gets.

28. Suppose a friend of yours becomes a doctor. Would it most likely be because he/she
    a. worked hard throughout school so that he/she could get into medical school?
    b. his father got him/her into medical school?

29. If you don't get the job you want, it is probably because of
    a. bad luck.
    b. lack of planning.

30. It is probably better
    a. to take only a job that interests you.
    b. to take any job that is offered to you.

Life Experience Scale

INSTRUCTIONS:

The statements that follow are similar to those above except that they include a broader range of life experiences. You are to select one alternate statement that you believe to be the most true from each pair. Please indicate your response by circling either a or b for each set.

1. a. Children get into trouble because their parents punish them too much.
   b. The trouble with most children nowadays, is that their parents are too easy with them.

2. a. Many of the unhappy things in people's lives are partly due to bad luck.
   b. People's misfortunes result from the mistakes they make.

3. a. One of the major reasons why we have wars is because people don't take enough interest in politics.
   b. There will always be wars, no matter how hard people try to prevent them.

Life Experience Scale (cont'd)

4. a. In the long run people get the respect they deserve in this world.
   b. Unfortunately, an individual's worth often passes unrecognized no matter how hard he tries.

5. a. The idea that teachers are unfair to students is nonsense.
   b. Most students don't realize the extent to which their grades are influenced by accidental happenings.

6. a. Without the right breaks one cannot be an effective leader.
   b. Capable people who fail to become leaders have not taken advantage of their opportunities.

7. a. No matter how hard you try some people just don't like you.
   b. People who can't get others to like them don't understand how to get along with others.

8. a. Heredity plays the major role in determining one's personality.
   b. It is one's experiences in life which determine what they're like.

9. a. I have often found that what is going to happen will happen.
   b. Trusting to fate has never turned out as well for me as making a decision to take a definite course of action.

10. a. In the case of the well prepared student there is rarely, if ever, such a thing as an unfair test.
    b. Many times exam questions tend to be so unrelated to course work that studying is really useless.

11. a. Becoming a success is a matter of hard work, luck has little or nothing to do with it.
    b. Getting a good job depends mainly on being in the right place at the right time.

12. a. The average citizen can have an influence in government decisions.
    b. This world is run by the few people in power, and there is not much the little guy can do about it.

13. a. When I make plans, I am almost certain that I can make them work.
    b. It is not always wise to plan too far ahead because many things turn out to be a matter of good or bad fortune anyhow.

14. a. There are certain people who are just no good.
    b. There is some good in everybody.

15. a. In my case getting what I want has little or nothing to do with luck.
    b. Many time we might just as well decide what to do by flipping a coin.

16. a. Who gets to be the boss often depends on who was lucky enough to be in the right place first.
    b. Getting people to do the right thing depends upon ability, luck has little or nothing to do with it.

17. a. As far as world affairs are concerned, most of us are the victims of forces we can neither understand, not control.
    b. By taking an active part in political and social affairs the people can control world events.

Life Experience Scale (cont'd)

18. a. Most people don't realize the extent to which their lives are controlled by accidental happenings.
    b. There really is no such thing as "luck.

19. a. One should always be willing to admit mistakes.
    b. It is usually best to cover up one's mistakes.

20. a. It is hard to know whether or not a person really likes you.
    b. How many friends you have depends upon how nice a person you are.

21. a. In the long run the bad things that happen to us are balanced by the good ones.
    b. Most misfortunes are the result of lack of ability, ignorance, laziness, or all three.

22. a. With enough effort we can wipe out political corruption.
    b. It is difficult for people to have much control over the things politicians do in office.

23. a. Sometimes I can't understand how teachers arrive at the grades they give.
    b. There is a direct connection between how hard I study and the grades I get.

24. a. A good leader expects people to decide for themselves what they should do.
    b. A good leader makes it clear to everybody what their jobs are.

25. a. Many times I feel that I have little influence over the things that happen to me.
    b. It is impossible for me to believe that chance or luck plays an important role in my life.

26. a. People are lonely because they don't try to be friendly.
    b. There's not much use in trying too hard to please people, if they like you, they like you.

27. a. There is too much emphasis on athletics in high school.
    b. Team sports are an excellent way to build character.

28. a. What happens to me is my own doing.
    b. Sometimes I feel that I don't have enough control over the direction my life is taking.

29. a. Most of the time I can't understand why politicians behave the way they do.
    b. In the long run the people are responsible for bad government on a national as well as on a local level.

Personal Information Data

We need to know a few things about you so that we may better understand the way women feel about careers.

Please complete the following:

1. Your age in years is; (check one)

   ___ Less than 20

   ___ 20 - 29.99

   ___ 30 - 39.99

   ___ 40 - 49.99

   ___ 50 - 59.99

   ___ 60 or over

2. Have you ever considered entering careers other than the one in which you are now employed? ___Yes ___No

   If yes, what were these careers?

   _____

   _____

   _____

3. Have you at any time considered entering a career that you would consider to be one that is held mostly by men? ___Yes ___No.

   If yes, how much did you consider this career?

   ___ only a little

   ___ considerable

   What male dominated career(s) did you consider?

   _____

   _____

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